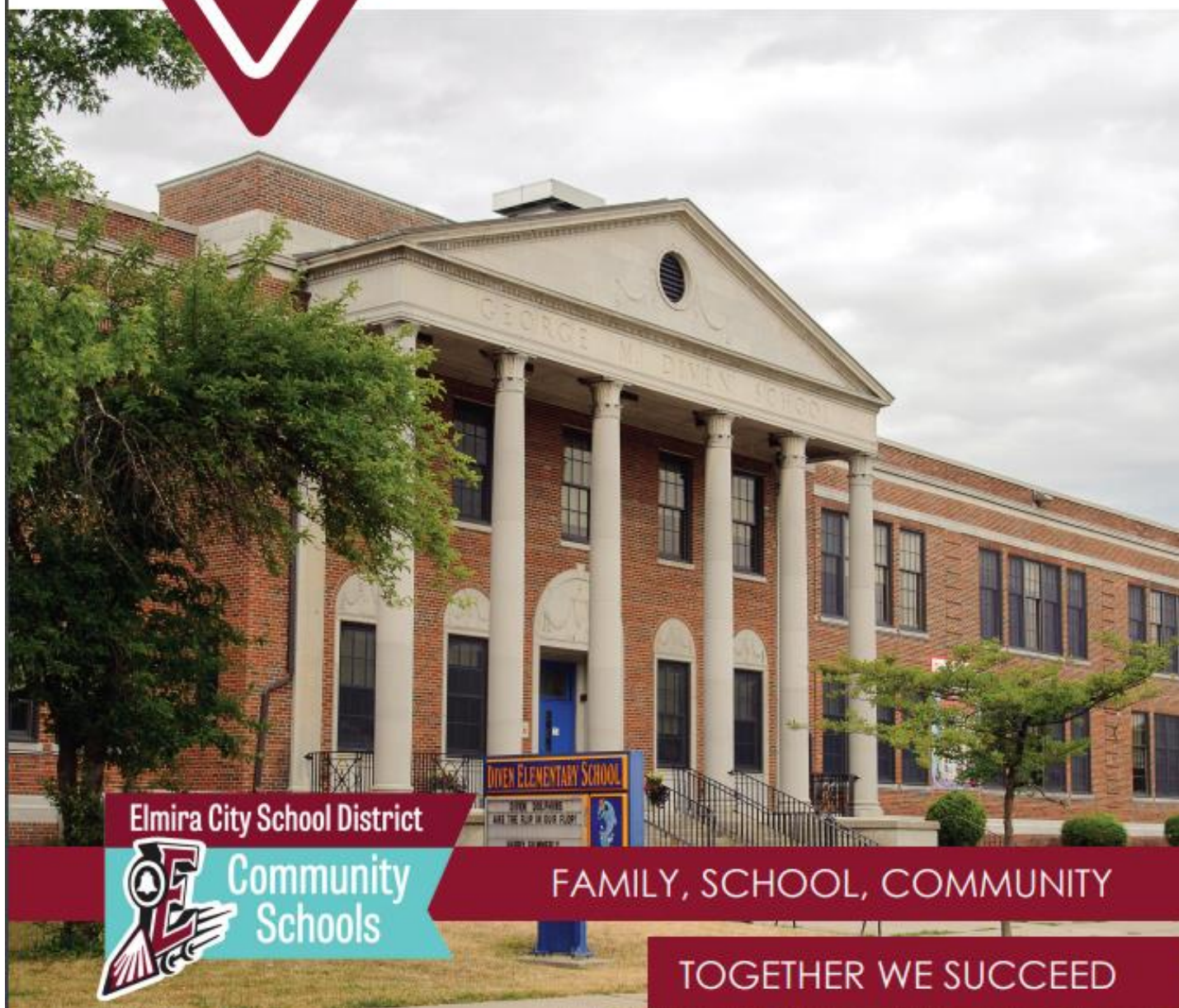




ELMIRA CITY SCHOOL DISTRICT  
2023-24 COMPREHENSIVE  
SCHOOL COUNSELING PLAN

**DIVEN ELEMENTARY**





**Mr. Mastronardi, School Counselor**

### Elmira City School District Mission Statement

The Elmira City School District is a dynamic and innovative learning organization dedicated to developing learners of character who value their educational experience and can compete globally and contribute locally by collaborating with students, families, and community partners to provide meaningful opportunities in a safe and engaging environment for all.”

### ECSD Core Beliefs

- We believe that...
- All decisions should be based on what is best for students.
- Community support and collaboration is fundamental for student learning.
- Family engagement and support is critical to student success.
- Everyone deserves a safe and accepting learning environment.
- Developing a sense of pride in our school community is essential.
- High expectations require high levels of commitment and support for all.
- All individuals will be accepted, respected, and valued for who they are.
- Effective communication is vital. The educational experience must prepare students with the skills to be career and college ready.
- All students need various opportunities to be involved, actively engaged, and connected.
- We must embrace change as an opportunity for growth.

### School Counseling Program Mission Statement

“At Elmira City School District, diversity, equity, and inclusion are at the core of who we are. As School Counselors, we support the mission of the ECSD by providing a comprehensive, developmentally age appropriate and sequential school counseling program. We focus on the needs, interests and issues related to the stages of student growth through academic excellence, social emotional learning, and career development. In partnership with students, staff, family, community members and employers, we will prepare students to become effective learners of character, achieve success in school, live successful and rewarding lives, and develop into contributing members of a diverse and changing world.”

### School Counseling Program Vision Statement

“All students in the Elmira City School District are unique, talented, and diverse learners who engage in the promotion of social responsibility, acceptance and appreciation in a diverse community while demonstrating academic and career readiness.”



2023-2024 Diven Elementary School Counseling Plan

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## 2023-2024 Diven Elementary School Counseling Plan

District Goals from the 2023-2024 Elmira City School District  
Comprehensive School Counseling Plan:

**1. Social Emotional Commitment:**

We commit to fostering students' social emotional learning through a system of supports that identify and meet the needs of students and families and will be monitored through program data points.

**2. Academic/Attendance Commitment:**

We commit to providing supports and targeted interventions intended to improve attendance and academic engagement.

**3. College, Career and Civic Readiness Commitment:**

We commit to preparing all students to become successful adults and productive members of society.

**4. Overall District Climate:**

We commit to providing students with a safe and supportive school climate.





**Goal 1: Social-Emotional Commitment:**

Students will gain self-awareness, self-regulation, and social problem-solving skills that will foster social emotional growth and development.

**Objectives:**

Throughout the year, all students will be provided opportunities to achieve this goal through: Implementation of the MTSS, Nearpod, monthly classroom lessons, student newsletters and direct student services: groups and individual/mediation sessions. Connect students with outside community agencies for additional support and resources as needed.

- ✓ Coping strategies
- ✓ Conflict resolution skills
- ✓ Communication skills
- ✓ Social problem solving

**Proactive Strategies/Programs and Interventions:****A. Individual Level:**

- Individual conferencing and goal setting with students struggling with frequent absences/lack of engagement
- Check-ins with students who have missed multiple days or frequent days of school to assess the need for additional support
- Connect students with school-based programs, activities, and staff members that will increase student involvement and positive connection with school
- Referrals to outside agencies

**B. Small Group Level:**

- Identified students participate in academic success and social-emotional focused group counseling as appropriate and needed

**C. Classroom Level:**

- Provide monthly classroom lessons on each of the district identified monthly themes, providing additional lessons as needed
- Support restorative/relational practices in each classroom, when possible, to promote positive school climate and culture
- Support the implementation of weekly Second Step Lessons

**D. Grade Level:**

- Monitor student data (attendance, academic etc) for trends to determine the need of more targeted interventions at specific grade level

**E. School-Wide:**

- Assist with promoting attendance and engagement
- Assist with the identification and addressing of possible barriers to a positive school climate/culture
- Participate in town meetings
- Support Multi-Tiered System of Support (MTSS) for Social Emotional Learning through the various supports and Instructional Tiers
- Create and distribute a staff needs assessment to gain feedback on possible needed supports and programming
- Promote Community in Schools Programs

**F. Family Engagement:**

- Create and distribute a family needs assessment to determine supports most needed by families
- Share counselor monthly newsletters
- Utilize Schoology page to share information and support opportunities for families
- Work with families to identify and address possible engagement barriers
- Home visits as necessary
- Team meetings as necessary
- Meetings with parents and other service providers as necessary

**G. Community Engagement:**

- Connect families to needed support such as CIS and other community agencies that can support home and school behavior and mental health needs
- Connect families to community resources that assist with food, clothing, healthcare, housing, etc. needs that may be impacting student wellness

**Expected Outcomes:**

- Students will be able to identify at least one healthy coping strategy
- Students will demonstrate pro-social behaviors
- Students will demonstrate self-advocacy by seeking out help when needed
- Increased student attendance, engagement in learning resulting in improved academic and social/emotional outcomes

**Progress Monitoring/Evaluation:**

- Analysis of student data points (attendance, behavioral, academic, etc) pre/post referral and use of interventions
- Monitor students with a history of social emotional needs
- Results from School Climate Survey such as Whole Child Survey or Building Related Plan

**Goal 2: Academic/Attendance Commitment:**

**Increase quarterly attendance district wide by 5% for the 2023-2024 school year, while reducing chronic absenteeism by 2%.**

**Objectives:**

- Running monthly attendance reports at the district and building levels to identify students who are not attending (unexcused absences)
  - ✓ Establish an attendance improvement plan for those students identified.
- Assist with notifications to Administrators for students who are not attending so that home visits can be completed
- Help promote and assist with the collection of data including a log with phone calls and emails
- Contacts with outside agencies and referrals to school staff including Administrators.

**Proactive Strategies/Programs and Interventions:****A. Individual Level:**

- Establish an attendance improvement plan for those students identified with low attendance when needed
- Check-ins as needed to support students regular attendance
- Connect students with school-based programs and activities that will increase student involvement and positive connections with school
- Referrals to outside agencies to provide students with more intensive support

**B. Small Group Level:**

- Identified students participate in academic success and/or social-emotional focused group counseling as appropriate and needed

**C. Classroom Level:**

- Provide monthly classroom lessons on each of the district identified monthly themes
- Support restorative/relational practices and initiatives in each classroom, when possible, to support positive school climate and culture
- Support the classroom/teacher implementation of weekly Second Step lessons

**D. Grade Level:**

- Utilize town meetings/morning announcements to instruct mini lessons on monthly district-wide theme as seen in ECSD's MTSS guide



- Review student attendance data for trends to determine the need for more targeted interventions at specific grade levels

**E. School-Wide:**

- Provide school staff with information regarding available social/emotional supports within the building and through community agencies
- Promote Community in Schools programming with staff
- Help organize student recognition activities such as town meetings and awards assemblies
- Assist with promoting the PBIS and other programs that promote positive behaviors
- Promote attendance by assisting with the identification and addressing of possible barriers to a positive school climate/culture

**F. Family Engagement:**

- Proactive phone calls home to parents prior to and/or early in the school year for students who have historically struggled with attendance/engagement
- Create and distribute a Family Needs Assessment to determine supports most needed by students
- Ongoing communication throughout the year for students who struggle with attendance and engagement
- Share monthly counselor newsletter in digital and paper format with all families
- Ongoing communication with families regarding school initiatives, events, and opportunities for involvement through digital messages and information flyers sent home
- Home visits as necessary
- Team meetings as necessary
- Meetings with parents and other service providers as necessary

**G. Community Engagement:**

- Connect families to available supports such as CIS and other community agencies to assist with attendance, behavioral and mental health needs
- Help connect families to community resources that assist with food, clothing, healthcare, housing, and other identified needs that may be impacting student attendance academic and social/emotional growth
- Serve as a liaison between the school and community agencies to assist with ongoing coordination of services and communication regarding progress toward identified goals

**Expected Outcomes:**

- Reduction in absences and tardies by 5% quarterly, with a 2% reduction in chronic absenteeism district wide
- Increased student attendance, engagement in learning resulting in improved academic and social/emotional outcomes

**Progress Monitoring/Evaluation:**

- Running monthly attendance reports at the district and building levels to identify students who are not attending (unexcused absences)
  - ✓ Establish an attendance improvement plan for those students identified
  - ✓ Home visits as necessary
- Data collection including a log with phone calls and emails sent from the parents/guardians of the student who is not attending
- Contacts with outside agencies and referrals to school staff including Administrators, where appropriate
- Student referrals (self; made by parents; staff referrals) to School Counselor
- Referrals made to outside agencies
- Analysis of student data points (attendance, behavioral, academic, etc.) pre/post referral and use of interventions to modify interventions as necessary
- Analysis of anecdotal notes (student self-reflections, staff needs assessments, family needs assessments, etc.) to assess impact of program initiatives and intervention

**Goal 3: College, Career and Civic Readiness Commitment:**

By June 30, 2024, district counselors will have provided students with multiple opportunities to complete Individual Graduation Reports (IGP) / Individual Progress Reports (IPR). District counselors will provide all students in the district multiple opportunities to complete Career Plans during the 2023-2024 School Year.

**Objectives:**

- School Counselors will support the documentation of career development via IGP's/IPR's and Career Plans.

- School Counselors will encourage student participation PK-12 in multiple career development learning and exposure opportunities to create meaningful real-world connections.

### **Proactive Strategies/Programs and Interventions:**

#### **A. Individual Level:**

- All students will complete a Career Plan (Starting in March)
- Follow-up with students who missed the Career Plan classroom lesson

#### **B. Small Group Level:**

- Identified students participate in academic success and social/emotional focused group counseling as appropriate.

#### **C. Classroom Level:**

- Paws in Jobland lessons with all grade levels (January)
- Goal setting activities done as part of monthly classroom lessons with follow-up at different points in the school year.
- Civic Readiness is addressed through lesson topics that include the themes of friendship, respect, communication skills, etc.

#### **D. Grade Level:**

- Assist in all transition/moving up programming and provide information for rising 3<sup>rd</sup> grade students to ensure counseling and school staff is informed of relevant information to promote a successful transition, academically and socially, for all students

#### **E. School-Wide:**

- Career Spotlights/Virtual Field Trips

#### **F. Family Engagement:**

- Share information on Career Plan activity in the counselor newsletter and provide parents/guardians option to request a copy of their child's completed plan

#### **G. Community Engagement:**

- Invite community representatives to participate in Career Day and other school events wherever possible

### **Expected Outcomes:**

- All students will be given the opportunity to discuss and explore future careers by having career discussions, career spotlights, exploration of the Paws in Jobland program, as well as multiple opportunities to complete their individual Career Plans.

- All students will be able to identify at least one possible future career of interest and begin developing an understanding of a path toward their future goals

**Progress Monitoring/Evaluation:**

- School Counselors will support the documentation of career development via Career Plans
- School Counselors will encourage student participation PreK-12 in multiple career development learning and exposure opportunities to create meaningful real-world connections
- Evaluate the number of Career Plans completed during the school year
- Evaluate the percentage of participation in college and career based activities

**Goal 4: Overall District Climate:**

**By working to address each of the goals listed above (SEL, Attendance, and College & Career Readiness), the overall climate of the district will be enhanced as reflected by the following data points.**

**Objectives:**

- School Counselors will support norms, values and expectations that support students and help them feel socially, emotionally, and physically safe.
- District staff, students and families will be provided the opportunity to complete BrightBytes and the Whole Child Survey (PreK-2<sup>nd</sup> grade).

**Proactive Strategies/Programs and Interventions:**

**A. Individual Level:**

- Individual conferencing and outreach to families and students to support needs.
- Check-ins with students and families with frequent days of absences to assess the need for additional support.
- Connect students and families with school-based programs, activities, and staff members that will increase positive connections and build relationships.
- Referrals to outside agencies

**B. Small Group Level:**

- Identified students participate in social-emotional focused group counseling as needed which in turn will build confidence and connections within buildings.

**C. Classroom Level:**

- Provide monthly classroom lessons on each of the district identified monthly themes, providing additional lessons as needed
- Support restorative/relational practices in each classroom, when possible, to promote positive school climate and culture
- Support the classroom implementation of weekly Second Step Lessons

**D. Grade Level:**

- Monitor student data (attendance, academic etc.) for trends to determine the need of more targeted interventions at specific grade level or within the building

**E. School-Wide:**

- Assist with the identification and addressing of possible barriers to a positive school climate/culture
- Participate in town meetings/morning announcements
- Support Multi-Tiered System of Support for Social-Emotional Learning through the various supports and Instructional Tiers
- Promote Community in Schools Programs
- Institute SEL Week and promotion of activities to build school climate
- Support teachers which will in turn help build climate

**F. Family Engagement:**

- Create and distribute a family needs assessment to determine supports most needed
- Share counselor monthly newsletters to encourage positive communication
- Utilize Schoology and Dojo page to share information and support opportunities for families
- Work with families to identify and address possible engagement barriers
- Home visits as necessary
- Parent Meetings as necessary
- Meetings with other service providers as necessary

**G. Community Engagement:**

- Connect families to needed supports such as CIS and other community agencies that can support home/school behavior and mental health needs.
- Connect families to community resources that assist with food, clothing, healthcare, housing, etc. needs that may be impacting family wellness
- Promote SEL Week



**Progress Monitoring/Evaluation:**

- Utilize data to develop individualized and school wide interventions as appropriate
- Review results from School Climate Survey such as Whole Child Survey or Building Related Plan

**2023-2024 Diven School Counseling Program Calendar****July-August:**

- Attend relevant professional development trainings/workshops
- Participate in district counseling program planning as requested
- Prepare materials for classroom lessons/groups for upcoming school year
- Review student data (attendance, behavior, academic, etc) for the purpose of program planning and implementing proactive support for students and families
- Advisory Council meetings with Director of Student Services to update district counseling plan

**September:**

- Provide classroom lessons to all classes: Topic- Counselor Introduction/School Readiness
- Promote attendance awareness and virtual engagement through planned activities
- Re-connect with community agencies to review student support
- *Monthly Character Trait: Responsibility and Self-Control*
- Needs Assessment surveys to staff and families

**October:**

- Provide classroom lessons to all classes: Topic – “DASA/Empathy/Respect”
- Start small group counseling- outreach teachers
- Attend parent/teacher conferences as requested
- Coordinate DASA themed activities school-wide to promote anti-bullying
- Coordinate and promote building level Unity Day
- *Monthly Character Trait: Respect and Self-Advocacy*

**November:**

- Provide classroom lessons to all classes: Topic-“Mindfulness”
- Attend parent/teacher conferences as requested
- Review marking period one of student data
- *Monthly Character Trait: Gratitude/Thankfulness and Manners*

<p><b>December:</b></p> <ul style="list-style-type: none"> <li>• Provide classroom lessons to all classes: Topic- “Feelings Identification/Self-Regulation”</li> <li>• <i>Monthly Character Trait: Generosity/Giving and Helpfulness</i></li> </ul>
<p><b>January:</b></p> <ul style="list-style-type: none"> <li>• Provide classroom lessons to all classes: Topic- “Erin’s Law”</li> <li>• Review second marking period and mid-year student data (attendance, behavior, academic, etc.)</li> <li>• Coordinate Great Kindness Challenge</li> <li>• <i>Monthly Character Trait: Kindness and Courage</i></li> </ul>
<p><b>February:</b></p> <ul style="list-style-type: none"> <li>• Provide classroom lessons to all classes: Topic- Friendship/Healthy Communication and Social Problem-Solving Skills</li> <li>• <i>Monthly Character Trait: Cooperation and Caring</i></li> </ul>
<p><b>March:</b></p> <ul style="list-style-type: none"> <li>• Provide classroom lessons to all classes: Topic- Careers (Paws in Jobland)</li> <li>• Attend parent/teacher conferences as requested</li> <li>• Review marking period three student data</li> <li>• Monthly Career Skill focus: Communication</li> <li>• <i>Monthly Character Trait: Honesty and Integrity</i></li> </ul>
<p><b>April:</b></p> <ul style="list-style-type: none"> <li>• Provide classroom lessons to all classes: Topic- “Career Plans”</li> <li>• Coordinate with Hendy Counselor on scheduling transition programming for current 2<sup>nd</sup> grade students</li> <li>• Monthly Career Skill focus: Valuing others’ opinions</li> <li>• <i>Monthly Character Trait: Acceptance/Inclusion</i></li> </ul>
<p><b>May:</b></p> <ul style="list-style-type: none"> <li>• Provide classroom lessons to all classes: Topic- “Growth Mindset”</li> <li>• Review career plans to ensure 100% completion</li> <li>• <i>Monthly Character Trait: Perseverance/Grit</i></li> </ul>
<p><b>June:</b></p> <ul style="list-style-type: none"> <li>• Provide classroom lessons to all classes: Topic-“End of Year Reflection/Future Goal Setting”</li> <li>• Help support transition process for all students</li> <li>• Transition meeting with Hendy school counselor</li> <li>• <i>Monthly Character Trait: Positivity/Determination</i></li> </ul>

**Additional Activities (Completed as needed)**

- Provide crisis, career, family, conflict resolution and mediation sessions as appropriate
- Provide group and individual counseling with students
- Parent communication via phone calls, emails, or appointments regarding progress of their student
- Attend team meetings
- Wrap around team support
- Attend building CSE, 504 and RTI as requested
- Faculty/Staff support
- Support and promote district initiatives such as Restorative Practices, Community Schools, etc.
- Collaboration with community agencies
- Complete referrals to outside agencies as requested
- Collaborate with district school counselors on the elementary school counselor newsletters
- Assist with home visits as necessary
- Monitor attendance throughout year and offer supports at home and school
- Attend meetings with Family Services therapist and building administrators at least monthly to review FS caseload
- Attend district level school counseling meetings if scheduled
- Communicate with district counselors to support students who transfer within ECSD
- Attend Superintendent hearings
- Support school programming activities such as “Town Meetings”, awards assemblies, school carnivals, school dances, family events, etc.



## Transition Planning

### **Incoming PreK-K**

Participate in meetings and meet-n-greet  
 Open House  
 Support teachers, as needed  
 Classroom Teacher Conferencing, as needed, regarding class lists  
 Ongoing communication with families, as needed

### **Grade Levels Within the Building**

PreK-2/Grade Level Tours - June- classes may move to a classroom at the next grade level to get to know a teacher and do a fun activity  
 Classroom Teacher Conferencing, as needed, regarding class lists  
 Ongoing communication with families, as needed, regarding transition process

### **Rising 3<sup>rd</sup> Graders**

School Tour/Visit  
 Student Completed Transition Forms  
 Counselor Meeting to share forms and information including agency involvement  
 Classroom Teacher Conferencing, as needed, regarding class lists  
 Pen Pal writing, if possible  
 Ongoing communication with families

### **New Enrollees**

Individual Tours  
 Contact prior school counselors  
 Assign a peer buddy, if possible  
 Classroom Teacher Conferencing, as needed, for new students  
 Ongoing communication with families, as needed, regarding transition process

## Direct Student Services

### School Counseling Classroom Lesson Rationale:

Lessons are provided monthly by the school counselor to all classrooms and give students the opportunity to learn new information, strategies and skills that will positively impact their academic, personal/social and career development.

### Classroom Lessons-Topics Offered:

#### September: “Counselor Introduction and Support/School Readiness”

- Lesson focuses on introducing the school counselor to all students, explaining to students the role of the school counselor, and sharing how they can ask for support from the school counselor; additional emphasis is made to promote school readiness and skills for success both academically and socially.
- *School-wide focus area: Responsibility*

#### October: “DASA/Empathy/Respect etc.”

- Lesson focuses on promoting dignity, empathy, and respect among all students. Specific emphasis is placed on helping students understand the difference between conflict and bullying, identifying bullying type behaviors, steps to take in bullying situations, and identifying and building of positive behaviors to eliminate bullying and promote “dignity for all”, kindness and respect.
- *School-wide focus area: Respect*

#### November: “Mindfulness”

- Lesson focuses on helping students find focus and reduce stress by returning to the present moment. Activities will teach students to tune into their senses to ground themselves when experiencing stress or feeling overwhelmed.
- *School-wide focus area: Gratitude*

#### December: “Feelings Identification/Self-Regulation”

- Lesson focuses on building an awareness and understanding about feelings, expression of feelings, and positive coping skills to appropriately manage feelings.
- *School-wide focus area: Generosity*

#### January: “Erin’s Law/Personal Safety”

- Lesson focuses on helping students learn about and understand steps they can take to stay safe. Additionally, the lesson will help students to identify safe adults that they



can ask for help or support. Students will understand the importance of telling an adult if they feel unsafe physically or emotionally.

- *School-wide focus area: Kindness*

### **February: “Friendship/Healthy Communication”**

- Lesson focuses on qualities of a good friendship, how to make and keep friends, and how to manage common social problems that arise in friendships in a pro-social manner (Conflict Resolution). Affective language (I-Messages) will be taught and practiced by all students. Additionally, the lesson supports the Restorative Practices initiative promoted by the district.
- *School-wide focus area: Friendliness/Caring*

### **March: “Career- Paws in Jobland”**

- Lesson focuses on helping students explore career options in the future as they relate to personal interests and strengths.
- School-wide focus area: Honesty/Integrity

### **April: “Career Plans”**

- Lesson focuses on completing the district, grade level specific career plans. Students will be asked to reflect on their strengths, areas needing improvement, personal and school interests, and personal goals as they relate to possible career options in the future.
- School-wide focus area: Acceptance/Inclusion

### **May: “Growth Mindset”**

- Lessons focus on the skills/characteristics necessary for students to overcome obstacles and failures in pursuit of their goals. Students will learn positive behaviors that lead to academic success, potential barriers interfering in academic success, and the use of coping skills.
- School-wide focus area: Perseverance/Grit

### **June: “End of Year Reflection/Goal Setting”**

- Lesson focuses on having students reflect on their growth throughout the school year, celebrate success and set goals for the summer and upcoming school year.
- School-wide focus area: Positivity/Optimism

\*Additional topics covered based on classroom request/need

**Conflict Resolution/Mediation:**

- Provided as needed
- All parties agree to participate
- Two or more students
- Teaches students the process of conflict resolution
- Identifies the issue causing problems
- Brainstorm ideas to solve the problem
- Develop a plan for students to follow to prevent future issues
- Request for conflict/resolution mediation can be made by students involved, teachers, administrators, support staff

**Individual Counseling: (4-6 weeks)**

- Provided as needed
- Students, teachers, administrators, support staff, or parents can request a meeting
- Meeting time is arranged in cooperation with classroom teacher
- Follow-up is provided to students as needed
- Outside counseling referrals made for students needing additional, more intensive support

**Indirect Student Services****Collaboration/Consultation Purpose:**

The role of an elementary school counselor is to support and advocate for all students. This is done through a variety of activities and services provided. A critical element of supporting all students is to team and collaborate with school-based and community stakeholders. Through the processes listed below, the school counselor at Diven Elementary consults with teachers, administrators, students, families, and community agencies to identify and collaborate on targeted supports that best meet the needs of all students and families.

**School Based Collaboration and Consultation Activities:**

- RtI/Team/CSE/504/Kid Talk Meetings
- Parent/Teacher/Counselor Conferences
- Informal Student Observations
- Staff Presentations/Trainings
- Lead and be an active team member of Kid Talk meetings

**Community Based Collaboration and Consultation Activities:**

- Agency Referrals and Agency Communication Liaison
- School/Agency/Family Meetings
- Building Contact for Various Community Schools Programs

## Family/Community Engagement

### Family/Community Engagement Initiatives:

A critical component of the school counseling program at Diven Elementary is the emphasis on family and community engagement. Families are encouraged to participate in school-related activities and to openly communicate with the school to address any needs that may arise. The school counselor at Diven Elementary will make every effort to include families and community agencies in programming related to the counseling program. Furthermore, the school counselor will attend and play an active role in supporting school-wide programming and activities whenever possible.

- Parent phone calls
- Monthly Elementary School Counselor Newsletter
- Messages posted on the school accounts
- Family Needs Assessment
- Open House and School Events
- Awards Ceremonies

## Data/Program Assessment

### Data Driven Model:

The school counseling program at Diven Elementary will follow a data driven model. As identified by the American School Counseling Association, school counselors need to use data for four reasons: (1) Identify school counseling program goals (2) Monitor student progress to close the achievement gap (3) Assess and evaluate programs (4) Demonstrate school counseling program effectiveness (ASCA, 2019). A combination of process, perception, and outcome data will be utilized to measure the effectiveness of the school counseling plan at Diven Elementary. Using the goals outlined in the school counseling plan, a report will be shared with the building and district administrators at the end of the school year to reflect on the effectiveness of the interventions implemented, identify future needs, and begin planning for the next academic year.

### Data Sets Used to Measure School Counseling Program Initiatives and Interventions:

- Attendance data
  - Absences
  - Late Arrivals
  - Early Releases
- Behavioral data
  - Discipline Referrals
  - Suspensions
  - Detentions

- Academic data
  - State Test Scores
  - NWEA Assessments
  - Reading/Math Inventories
- Whole Child Survey
- Pulse Meter/Mood Meters
- Observation/Anecdotal Information
  - Information derived from classroom/school observations
  - Responses to surveys, pre/post tests

### **School Counseling Program Data Collection/Assessment**

- School Counseling Monthly Program Report
- Classroom Lesson Questioning, Pre/Post Test, etc.
- Small Group Counseling Pre/Post Test
- Individual Student Goal Achievement (related to work with school counselor)
- Needs Assessments completed by Staff and Families
- End of Year School Counseling Program Evaluation



# **Sample Monthly School Counseling Report**

*(Each counselor sends to Derek each month)*

School Counselor Monthly Report					SCHOOL		COUNSELOR								
DISTRICT-WIDE DATA					SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
ALL COUNSELORS															0
SEL															0
ATTENDANCE															0
PARENT CONTACTS															0
COMMUNITY AGENCY CONTACTS															0
COUNSELING LESSONS - TAUGHT/CO-TAUGHT															0
IGP / IPR / CAREER PLANS															0
CRISIS CALLS															0
MANDATED REPORTER CALLS															0
CSE MEETINGS															0
504 MEETINGS															0
RTI MEETINGS															0
TEAM / PARENT - TEACHER MEETINGS															0
DUTIES (PRINCIPAL ASSIGNED MINUTES)															0
OPTIONAL DATA COLLECTION															0
ELEMENTARY COUNSELOR SPECIFIC															0
CIS															0
FAMILY SERVICES															0
GLOVE HOUSE															0
OPTIONAL DATA COLLECTION															0
SECONDARY COUNSELOR SPECIFIC															0
CAREER PRESENTATIONS / CAREER DAY															0
COLLEGE INFORMATION SESSIONS															0